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ABSTRACT

This curriculum guide is designed to help both English-as-a-Second-Language (ESL) and regular classroom teachers improve instruction for limited-English-proficient (LEP) students in the elementary grades in the areas of math, science, social studies, and English language arts. This K-5 guide provides models for teachers who need to modify instruction for LEP students in their classrooms, while ensuring that all instruction is aligned with the North Carolina Standard Course of Study. It addresses two competencies goals at each grade level for each of the four subject areas, and at least one content task is provided to clarify the teacher's understanding of the particular content objective. The Language Alert" section provides information regarding the vocabulary, language structures, and functions, while "Notes" highlights differences in cultural perspectives that may affect learning and provides other suggestions for classroom teachers. A "Language Strategies/Assessment" section is arranged according to the students' English language proficiency levels--novice, intermediate, and advanced. Most of the guide is in a chart format to facilitate quick teacher reference and use. A glossary and a bibliography are appended. (KFT)

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A Guide to the Standard Course of Study for Limited English Proficient Students / Grades K-5

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A Guide to the Standard Course of Study for Limited English Proficient Students, Grades K-5

INTRODUCTION

Purpose and Organization of the Guide

The *Guide to the Standard Course of Study for Limited English Proficient Students, K-5* is designed to help both ESL and regular classroom teachers improve instruction for limited English-proficient students in the elementary grades in the areas of math, science, social studies, and English language arts. Similar guides focus on middle school (grades 6-8) and high school (grades 9-12). The goals and objectives addressed in the *Guide* are from the most recent Standard Courses of Study approved by the State Board of Education as of January, 2000.

The *K-5 Guide* provides models for teachers who need to modify instruction for limited English proficient students in their classrooms while ensuring that all instruction is aligned with the *North Carolina Standard Course of Study*. It addresses two competency goals at each grade level for each of the four subject areas, and at least one content objective for each competency goal. A content task is provided to clarify the teacher's understanding of the particular content objective. The *Language Alert* section provides teachers with information regarding the vocabulary, language structures and functions, while *Notes* highlights differences in cultural perspectives which may affect learning and provides other suggestions for classroom teachers.

The *Language Strategies/Assessment* section is arranged according to the students' English language proficiency levels: *novice* (low and high), *intermediate* (low and high), and advanced. These language strategies suggest activities that can be successful with learners at each proficiency level. Although the strategies are placed at the lowest level at which they can be utilized effectively, teachers may also choose to use them for instruction with more proficient English language learners. For additional information on English language proficiency levels, please see the chart at the end of this *Introduction.*

Development and Distribution

The *Guides to the Standard Course of Study for Limited English Proficient Students* were developed as part of a two-year collaboration involving English as a Second Language teachers, Limited English proficiency program coordinators, and regular classroom teachers. Draft copies of the *Guides* were sent to 400 elementary, middle school and high school content area teachers for comment. The suggestions these teachers provided helped to shape and improve this publication. In addition, subject area consultants from the Division of Instructional Services reviewed the draft to ensure that the curriculum content was addressed appropriately and accurately.

Why should teachers adjust instruction?

Federal law requires that limited English proficient students be provided with services to support English language development and that they be afforded an equal educational opportunity. In addition, North Carolina's state regulations require services to be provided to these students.

ESL and the Regular Classroom

Although classes may contain students of exactly the same age and maturity level, LEP and regular students have significant differences. Besides the obvious student differences which reflect the lack of English language proficiency, regular classroom teachers must deal with students who have interrupted schooling, and who may have arrived accompanied by little information on their educational backgrounds. All this should be taken into account when planning instruction. The teacher whose classroom includes LEP students must always take the lack of English language proficiency and the absence of a shared cultural background into account when planning instruction. He or she cannot assume that a math class in another country covered the same material or used similar instructional strategies. Planning instruction for LEP students requires that the teachers evaluate students' content knowledge and structure lessons accordingly.

Modified Instruction

Classroom instruction will be modified to provide students with "comprehensible input," in other words, instruction that is meaningful to the English language learner. To help language make sense, a teacher may use a variety of techniques. Teachers may present the new material in a familiar context and may accompany the word, phrase or sentence with a picture, diagram, graphic organizer or a gesture. A dramatization may be presented, or real objects, or a hands-on demonstration used. Key words and phrases can be previewed and written on the board or a student's desk along with picture definitions. The teacher will need to check for understanding frequently by observing the student at work and by asking questions. Merely asking "Do you understand?" is usually not productive because students often will not admit their confusion in order to be polite. Some students may not have sufficient proficiency in English to understand the question. At the same time a teacher needs to be sensitive to the need to control input so that the student is not overwhelmed and confused. For example, teachers will often present and use a variety of synonyms during a lesson in order to expand the vocabulary of non-LEP students. To do so with novice-level LEP students would be to create a confusing situation.

Working in a second language requires great concentration and much energy. It is very hard work, especially for *novice* and *intermediate low* proficiency-level students. LEP students take much more time to complete assignments than non-LEP students and therefore will need shortened or modified assignments with more time to complete them. They will need access to bilingual dictionaries, personal word banks, and other reference material. Students will benefit from working with other students and from hands-on activities.

Feedback to LEP students will differ from that to non-LEP students. In response to a misuse of English, teachers will need to model the correct language usage rather than repeatedly correct students. The teacher will need to focus on effective communication, rather than communication with complete grammatical accuracy. The evaluation of pieces of writing for these students, therefore, will be different from that for the non-LEP student. Student assignments may be shorter in length, and may offer a choice of questions, or an opportunity to provide an explanation using pictures. Tests may employ different scoring rubrics for the LEP student.

K-5 Classrooms

Although students often receive special instruction in English through an ESL (English as a second language) pull-out program, the majority of the limited English proficient student's instructional day is spent in the regular classroom. At the K-5 level this is often a self-contained classroom, with an elementary teacher carrying the major responsibility for a student's instruction. While collaboration between the ESL teacher and the regular classroom teacher is recommended, it is often very difficult for teachers to find time on a scheduled basis to discuss limited English proficient students' learning. Therefore, it is incumbent on regular classroom teachers to develop their own expertise to assure that the learning environment they provide in their classrooms works well for all students. The instructional modifications they make to help English language learners be more successful usually benefit the other students in the classroom. Moreover, when English language learners and their English-speaking peers work together in collaborative groups on the same learning objectives, they can learn from each other.

How can teachers use this Guide?

The sample strategies and activities that appear in the *Guide* cover only a small portion of the total curriculum. However, the *Guide* models are designed to provide guidance for teachers on effective ways to modify instruction for other goals and objectives in each content area.

In addition to the selection of appropriate teaching strategies and assessment, lesson pacing is important. Limited English proficient students at the lower language proficiency levels often need more time to complete activities. Sometimes these activities may need to be continued over several days.

Although they are both termed "limited English proficient," new learners of English (novice level) and advanced level students have very different instructional requirements. The picture is further complicated by the fact that an individual student may be working at different proficiency levels in different language skills at the same time. For example, it is possible for a student to be functioning at a novice level in reading and writing and at an intermediate level in listening and speaking. These factors must be considered when designing and utilizing strategies and assessment.

How English Language Proficiency Affects Classroom Performance

It may be helpful to look at each of the proficiency levels in turn to see how these students would function in the regular classroom. Please note that when identifying students' proficiency levels, it cannot be assumed that all new arrivals are at a novice proficiency level. Many students arrive in schools with some exposure to English, whether from a formal academic setting, or through media, friends, or family. It is necessary to assess the English proficiency of each student in listening, speaking, reading, and writing in order to avoid confusion, frustration, and wasted time.

Novice Low

Students at a *novice low* proficiency level have virtually no functional ability in listening, speaking, reading, and writing English. Novice low proficient students are often new arrivals. In addition to their inability to speak and understand English, these students may be dealing with the difficulty of adjusting to a different culture, and the loss of friends and familiar surroundings. *Novice low* students benefit from being paired with one or two same-sex buddies who can show them how to adjust to the school environment. It would be helpful, though not essential, that these buddies also speak the student's language. Newly-arrived novice low students are typically dealing with a silent period in which they work to make some sense of the language and environment which surrounds them. The use of visuals, pantomime, and hands-on activities will give them ways to participate in the activities of the class.

Novice High

Students at a *novice high* proficiency level are beginning to understand spoken English that deals with topics that are familiar to them. Sentences must be simple. It is important that students at this level be encouraged to use the language they know without fear. They should be encouraged to participate, and to focus on communicating ideas. Teachers should model and encourage correct usage in a positive way. If the classroom is an accepting environment, language acquisition at this point grows rapidly. Still, much of what the student encounters will be incomprehensible and bewildering. Assignments need to use simple language with much visual support. At times, students may not be able to see that progress toward language proficiency is being made and may yearn for the familiar surroundings of their home countries, cultures, and languages as the frustrations of language learning and adapting to a new culture mount.

Intermediate Low

Students at an *intermediate low* proficiency level have made great progress in language acquisition. They are able to understand most oral language pertaining to familiar topics but have difficulty with academic vocabulary. Their writing is basic and meets their needs but often contains errors. Students at an *intermediate low* proficiency level are frequently misperceived and thought to understand more academically complex material than they are capable of comprehending. They may be perceived as "holding back." Their desire to fit in and not attract attention to themselves may cause them not to ask questions when they do not understand. In their heritage culture, asking questions may be considered to be a negative reflection upon the skill of the teacher.

Intermediate High

Students at an *intermediate high* proficiency level are able to function fairly well in most everyday situations although errors and misunderstandings may still occur. Students may have difficulty reading between the lines or understanding complex sentence constructions. They often experience difficulties with usage, especially with idiomatic language.

Advanced

The *advanced* proficiency level student can handle most language situations well although the use of idioms, complex sentence constructions, and technical language may still present a problem. Students at the advanced level need help in refining their spelling and punctuation, as well as expanding vocabulary and use of sentence constructions.

Superior

Although the *superior* proficiency level student is no longer limited English proficient, he or she may still have difficulty appreciating nuance or style.

Quality Instruction for LEP Students

The hallmarks of quality instruction for limited English proficient students in the elementary grades include the following:

- Teachers who are patient, especially during a beginner learner's silent period which may last several months. During this time a novice student is listening and possibly responding with gestures, but is not yet communicating orally;

- Classroom teachers who participate in an ongoing collaboration with the ESL teacher. Collaboration helps all educators share information on which strategies and materials can be most successful to students in each stage of language acquisition;

- Teachers who have an understanding of each student's culture;

- Teachers who create a positive learning climate in which students are not afraid to make mistakes. Teachers who respond to students' ideas and model the correct usage instead of highlighting students' language errors;

- Classroom instruction made as understandable as possible through the use of visuals, such as actual objects, photos, illustrations, diagrams, drawings, charts, graphs, visual organizers, gestures, and highlighters;

- Teachers who adjust their use of English to eliminate complex sentences, multiple synonyms, pronouns with unclear referents, and who use the active rather than the passive voice;

- Teachers who give shorter assignments, simplify vocabulary, eliminate unnecessary details, provide additional time, and adapt scoring rubrics for classroom use; and

- Frequent use of hands-on activities, cooperative learning groups, and study buddies.

The Road Ahead

It is hoped that teachers will find these *Guides* helpful and will use them to develop additional strategies to enable all students to be successful. As teachers examine the strategies, it will become apparent that these same strategies can be applied to similar situations that have not been included in the *Guide*. For further assistance, classroom teachers should contact their school's ESL teacher or the school system LEP coordinator. In every case, LEP students are best served when regular classroom teachers and ESL teachers collaborate.

English Proficiency Level	Novice Low	Novice High	Intermediate Low
Listening	No functional ability in understanding spoken English	Understands simple questions and statements on familiar topics if spoken very slowly and distinctly; often requires restatement in graphic terms.	Understands most questions, statements, and conversations on familiar topics spoken distinctly at normal speed; requires occasional restatement
Speaking	No functional ability in speaking English	Able to satisfy routine daily speaking needs. Can ask and answer questions on very familiar topics. Speaking vocabulary is inadequate to express anything but the most elementary needs. Should be able to follow simple classroom directions.	Can handle with confidence but not facility most daily speaking situations. Can handle limited scholastic language requirements; will need help for most tasks. Limited vocabulary often reduces the students to verbal groping or momentary silence.
Reading	No functional ability in reading English	Reads and understands simple narrative and descriptive text. Vocabulary for comprehension is limited to simple elementary needs such as names, addresses, dates, short informative signs (ex. street signs, no smoking, exit). Material understood rarely exceeds a single phrase and comprehension requires rereading and checking. Can recognize all letters in the alphabet. Detail is overlooked or misunderstood.	Sufficient comprehension to understand simple material. Can read messages, greetings, popular advertising, letters and invitation. Can guess at unfamiliar vocabulary if highly contextualized. Understands short discourse on familiar topics. Misinterpretation still occurs with more complex material. May have to read material several times.
Writing	No functional ability in writing English	Able to copy isolated words or short phrases. Can write simple, memorized material with frequent misspellings and inaccuracies.	Sufficient control of writing system to meet some survival needs. Able to compose short paragraphs or take simple notes on very familiar topics grounded in personal experience. Evidence of good control of basic sentence construction and inflections such as subject/verb agreement; and straightforward syntactic constructions in present, past, and future time though errors occasionally occur.

English Proficiency Level	Intermediate High	Advanced	Superior
Listening	Understands most informal questions, statements, and conver sation at normal speed; comprehends lectures on familiar subjects with some difficulty.	Understands most conversation and most lectures on familiar subjects at normal speed.	Understands academic topical conversation and most lectures with no difficulty.
Speaking	Participates effectively, sometimes hesitatingly, in social and academic conversations; makes occasional errors in idiom and structure, often obscuring meaning.	Able to speak the language in most situations. Comprehension is quite complete for a normal rate of speech. Makes occasional errors in idiom and structure obscuring meaning.	Able to use the language fluently on all levels normal to school-related needs. Can understand and participate in almost any conversation with the range of experience with a high degree of fluency.
Reading	Able to read simple printed material within a familiar context. Can read uncomplicated prose on familiar subjects in frequently used sentence patterns. some misunderstandings. Able to read the facts but cannot draw inferences.	Sufficient comprehension to understand most factual information in non-technical prose as well as some discussions on current topics related to special interests. Able to read for information and description, to follow a sequence of events, and to react to that information. Able to separate main ideas from lesser ones and to use that division to advance understanding. Can locate and interpret main ideas and details in material written for the general public.	Able to read at a normal rate of speed standard newspaper items addressed to the general reader, routine correspondence reports and technical material in a field of interest. Can gain new knowledge from material on unfamiliar topics in areas of a general nature. Can interpret hypotheses, supported opinions, and conjectures. Able to "read between the lines." May be unable to appreciate nuance or style.
Writing	Sufficient control of writing system to meet most survival needs. Can take notes in some detail on familiar topics and respond to personal questions using elementary vocabulary and common structures. Can express fairly accurately present and future time. Can produce some past verb forms, but not always accurately or with correct usage.	Can write simple social correspondence, take notes, write summaries, and describe with factual topics. Still makes common errors in spelling and punctuation, but shows some control of the most common conventions. Able to join sentences in limited discourse, but has difficulty in producing complex sentences. Paragraphs are reasonably unified and coherent.	Able to use the written language effectively in most exchanges. Can write short papers and express statements of position, points of view and arguments. Good control of structure, spelling, and vocabulary. Can use complex and compound sentence structures to express ideas clearly and coherently. Still has problem tailoring writing to a variety of audiences and styles.

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KINDERGARTEN

GRADE K MATH

Competency Goal 1: The learner will recognize, model, and write numbers through 10.

Content Objective 1.2: Read, write and count using whole numbers; rote count forward to 30 or beyond and backward from 10.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Count the number of objects in a bag and record the number.	**Vocabulary:** number words, *in all, all together, missing, next, correct, incorrect, write, count, same, different* **Structure:** third person present tense verbs, such as *is, are* **Function:** sequencing ***Note: Other countries use different slightly different numerals for one and seven.***	**N:** Model counting of 5 to 10 similar objects. **N:** Model counting of 10 similar objects with students counting along. Then count and have students, as a group, supply missing numbers. **N:** Model counting of 10 similar objects with students counting along. Then count and have students, as a group, supply missing numbers. **N:** Model counting and recording of objects to 10 and write numerals with a partner. **I:** Model counting and recording of objects to 20; 30. **I:** Model counting of dissimilar objects to 20 with students supplying missing numbers, orally and in writing. **I:** Students in pairs count and write the number of objects to 30. **A:** Supply missing numbers when counting to 10 orally and in writing. **A:** Identify incorrect numbers in a number sequence. **A:** Change number of objects in a bag, record data.

GRADE K MATH

Competency Goal 3: The learner will model simple patterns and sorting activities.

Content Objective 3.3: Identify, copy, continue, and describe patterns.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Identify, copy, continue, and describe patterns.	**Vocabulary:** *red, green, yellow, blue*; other color words; numbers to 10; ordinal vocabulary: *first, second, third, fourth, fifth, sixth*; positional vocabulary:*next, last* **Structure:** present tense verbs **Function:** sequencing, questioning, such as *What comes next? Is this correct?*	**N:** Copy a model pattern using manipulatives. **N:** Model a red/green/yellow sequence and identify the colors. Repeat the sequence and have students supply some of the color vocabulary. **N:** Model a color pattern and have students tell how to supply the next color. **N:** Find and correct an error in a color sequence. **I:** Dictate a color sequence to a peer who represents it with cubes or tiles. **I:** Create a color pattern sequence. **I:** Create a color-pattern sequence and have another student describe what is happening. **I:** Assemble beads in a color pattern. **A:** Provide a color-pattern sequence and have a student describe what is happening.

GRADE K SCIENCE

Competency Goal 1: The learner will build an understanding of similarities and differences in plants and animals.

Content Objective 1.04: Observe the similarities of humans to other animals and their basic needs. Observe how humans grow and change.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Distinguish among specific equipment, supplies, and food necessary for the care and well being of animals.	**Vocabulary:** vocabulary related to animals/organisms, such as *habitat, aquarium, terrarium*, names of animals **Structure:** present tense verbs **Function:** simple sentences ***Note:** The concept of what is a pet and what is food varies from culture to culture.*	**N:** Use visuals to show the conditions needed for animals to live and remain healthy, i.e., oxygen, food, water. **N:** Using visuals, match equipment or supplies to the animal it is used for. **N:** Sort specific foods for specific animals (matching). **I:** Group mismatched visuals, ex: foods (lettuce-fish); habitats (fish-cage/guinea pig/terrarium); use (fish-leash) pets/foods/products. **I:** Draw/illustrate chart with animal and its habitat/ home. **A:** Given visuals, tell how equipment/supply is used or a specific animal. **A:** Draw/illustrate chart with animal and its needs, i.e., dog: bone, doghouse: leash. **A:** Dictate sentences that describe an animal and its needs.

GRADE K SCIENCE

Competency Goal 3: The learner will build an understanding of the properties/movement of common objects and organisms.

Content Objective 3.02: Describe how objects look, feel, smell, taste, and sound using all the senses.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Sort foods according to the properties of sound, texture, taste, smell.	**Vocabulary:** food, descriptive vocabulary **Structure:** verbs, *taste, smell, hear, see, feel, color* **Function:** classification, graphing, compare/contrast ***Note: Students may have difficulty categorizing foods that are unfamiliar to them.***	**N:** Work with peers to sort for shape, color, texture, sound. Cut and paste visuals in appropriate categories for properties. **N:** Point to crunchy foods, sweet foods, smelly foods, sour foods from visuals. **N:** Make "pizza" with unusual ingredients which are crunchy, smooth, sweet, or sour. **I:** Cut pictures from magazines to represent properties. **I:** Blindfold and distinguish among different food to identify by smell, taste, touch, and sound. **I:** Graph pictures by smell, taste, color, sound and texture. **A:** Develop a menu/meal of crunchy foods, sweet foods, smelly foods, sour foods from visuals. **A:** Talk about representative items from each sense category. **A:** Compare/contrast food items from home.

GRADE K SOCIAL STUDIES

Competency Goal 6: The learner will characterize change in different settings.

Content Objective 6.1: Describe changes in one's self.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Describe changes between pre-school years and present.	**Vocabulary:** *size, height* **Structure:** past tense, such as *was, used to* **Function:** comparison/contrast, using *-er, bigger, more, less* with nouns and adjectives	**N:** Demonstrate the concept of change by using visuals by adding, taking away, and changing objects on a flannel board. **N:** Make a book with photographs at different ages. **N:** Use pictures of a child at different ages to model changes. **I:** Engage children in making a bulletin board display activities describing these pictures. **I:** Tell mini-life history while illustrating with pictures. **I:** Complete a yes/no questionnaire about oneself. **A:** Maintain a growth chart and discuss changes. **A:** Read a story such as *Love You Forever* and describe the changes.

GRADE K SOCIAL STUDIES

Competency Goal 8: The learner will apply basic geographic concepts.

Content Objective 8.3: Analyze the functions of places in the home, the classroom, and the school.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Identifies activities that take place in the home, the classroom, and the school.	**Vocabulary:** *home, classroom*; places within the environment such as *cafeteria, living room* **Structure:** verbs such as *eat, eats, read, reads, is eating, going to* Prepositions such as *in, at* **Function:** classification, sorting, questioning, Venn diagram, picture questionnaire ***Note:** Avoid synonyms and use the same terms consistently when introducing a unit. For example, use classroom, instead of "room," "class," "in here".*	**N:** Distinguish classroom from school by categorizing visuals of examples of each. **N:** Use visuals, such as magazine cutouts for sorting activities with labels on Venn diagrams. **N:** Sort pictures of activities appropriate to each setting onto drawings of the three environments. **N:** Make a diorama of a specific environment. **N:** Write simple sentences to describe actions in different settings. **I:** Respond to *wh* questions with oral sentences. **I:** Dictate experiences with different settings. **I:** Using a picture questionnaire, interview another student and circle activities that apply to him. **A:** Describe an activity or picture using phrases or sentences. **A:** Answer "where" questions orally after listening to a story.

GRADE K SOCIAL STUDIES

Competency Goal 9: The learner will apply basic concepts to individuals and families.

Content Objective 9.2: Distinguish between wants and needs.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Sort pictures of wanted items and necessary items into two lists.	**Vocabulary:** *want, need, to have to, to wish, to like, important, fun, food, toys, important, necessary* **Structure:** verbs such as the infinitives *to have;* verb tenses such as *I want, I need* **Function:** Distinguish between *wants* and *needs* as verbs or nouns in usage. ***Note:** Some cultural associations such as "a list for Santa" may be unfamiliar. Use objects that all cultures would recognize.*	**N:** Accept, point, sort, draw; use nonverbal responses to a question. **N:** Place pictures in a chart pocket with an *I want* pocket and an *I need* pocket. **N:** Categorize objects into two containers labeled I *want, I need.* **N:** Given an *I want* circle and an *I need* circle, move to correct spot when an item is held up. **I:** Draw pictures of wants and needs and label them. **I:** When presented with an obvious contrast (bread vs. a toy), indicate orally which item is needed or desired. **A:** Use *I want* and *I need* appropriately when making requests in the classroom. **A:** Dictate a creative story using visuals of wants and needs.

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GRADE K ENGLISH LANGUAGE ARTS

Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write.

Content Objective 1.01: Develop book and print awareness.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Using a pointer, follow the story in a Big Book as the teacher reads it aloud.	**Vocabulary:** vocabulary from story **Structure:** sound-symbol correspondence; recognizing beginning and ending of words **Function:** reading from left to right ***Note:** In some language, books are read from right to left, in columns from top to bottom and from the "back" of the book to the "front".*	**N:** Use pictures/visuals to accompany a story. Pictures should show specific vocabulary. **N:** Model reading left to right. **N:** Point to isolated words as a story is read. **N:** Demonstrate where words begin and end. **I:** Use choral reading following teacher. **I:** Identify words by circling or underlining them. **A:** Student points and "reads" a story. **A:** Student dictates story and "reads" to a peer. **A:** Student unscrambles word cards to match a printed sentence.

GRADE K ENGLISH LANGUAGE ARTS

Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write.

Content Objective 1.03: Demonstrate decoding and word recognition strategies and skills: recognize and name upper and lower case letters of the alphabet; recognizes words by sight including a few common words, own name, and environmental print; recognize most beginning consonant letter-sound associations in one-syllable words, such as signs, labels, and trademarks.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Match common classroom objects with printed word.	**Vocabulary:** classroom objects, such as, *desk, table, book, paper, pencil, pen* **Structure:** verbs such as *is, are* **Function:** question words such as *who, what*	**N:** Label classroom objects. **N:** Match word and picture flashcards. **N:** Student repeats words with visuals after modeling. **I:** Match simple words that are read aloud. **I:** Respond to oral directions by placing word cards next to classroom objects. **I:** Construct simple sentences with visuals and word cards. **A:** Play the concentration game by matching visuals with printed words. **A:** Compose a story with classroom words, using pictures and print.

GRADE K ENGLISH LANGUAGE ARTS

Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

Content Objective 4.06: Writes and/or participates in writing behavior by using authors/models of language.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Class writes story based on book read or video viewed.	**Vocabulary:** simple sight words, simple actions verbs **Structure:** *once upon a time*, spacing between words **Function:** sequencing, reading from left to right	**N:** Have students copy a story. **N:** Create a picture word bank. **N:** Label illustration about a story. **I:** Cut out pictures representing the story and organize in sequential order. **I:** Fill in missing words in sentence strips from a story. **A:** Expand on class language experience story orally or in writing. **A:** Change parts of a story and discuss what would happen. **A:** Make a fold-a-book with cut outs and dictate sentences.

GRADE K ENGLISH LANGUAGE ARTS

Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

Content Objective 4.07: Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, and oral retellings).

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Recite a patterned poem, such as *Brown Bear.*	**Vocabulary:** identification of high-frequency words **Structure:** concept of rhyming words **Function:** paraphrasing	**N:** Use visuals to aid students' comprehension. **N:** Provide examples to students that follow regular phonemic patterns. **N:** Respond chorally. **N:** Clap out the rhythm of a poem. **I:** Retell individually or with a partner. **I:** Listen to a book or tape of story which has a simple, predictable pattern. **I:** Supply missing words when story is read aloud. **A:** Respond orally to questions. **A:** Tell if a pattern is correct or incorrect by substituting a word or phrase choice.

GRADE 1

GRADE 1 MATH

Competency Goal 1: Identify and use whole numbers, 1 - 100.

Content Objective 1.11: Count by using tallying.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Tally number of students buying lunch and number of students bringing lunch.	**Vocabulary:** *tally, tally mark, count, raise hands, count by fives, lunch, lunch box, tray, bring, buy, slash mark, girls, boys, students,* number words to thirty **Structure:** verbs: *is, are* **Function:** comparison/contrast	**N:** Conduct teacher-led group counting using tally marks on board. **N:** Conduct teacher-led oral counting using tally marks and slashes as they are being written. **N:** Students place their names on a tray or in a lunch box and tally results on a chart. **I:** Students place tokens in "bringing" or "buying" boxes, then tally results. **I:** Working with a peer, student uses tally marks to count forms of lunch participation. **I:** Complete comparison chart for buying and bringing lunch. **A:** Place female/male cut outs on a chart to show the number of boys and girls bringing or buying lunch; give a sentence to describe each category.

GRADE 1 MATH

Competency Goal 2: Recognize, describe, and identify simple geometric shapes and forms, and exhibit skill in using measurement.

Content Objective 2.1: Recognize, identify, and describe plane geometric figures: circle, square, triangle, rectangle.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Understands that triangles have three sides that may or may not be equal. Understands that rectangles and squares both have four sides; rectangles have two pairs of equal sides. Identifies a circle.	**Vocabulary:** *two, three, four, sides, pair(s), same, equal, different, round, color, point, match, draw, square, circle, rectangle, triangle,* color words **Structure:** present tense verbs **Function:** compare and contrast, tangram	**N:** Categorize manipulatives with a peer according to geometric shape. **N:** Select a cut out of a geometric shape when shape is named by the teacher. Identify circles, triangles, squares, and rectangles. **N:** Draw/create a picture using four circles, three triangles, two squares, and a rectangle. **I:** Fold colored paper into a triangle, square, and a rectangle by following a teacher's oral directions. **I:** Use tangram pieces to make a picture using four geometric shapes. Tell a peer about a picture. **I:** With the aid of a visual, student tells what shapes are present. **A:** Name an object and have a peer describe the shape. **A:** Identify and name ten objects in the room that are circles, triangle, square, or rectangles. **A:** Describe circles, triangles, squares, and rectangles.

GRADE 1 SCIENCE

Competency Goal 1: The learner will build an understanding of the needs of living organisms.

Content Objective 1.02: Determine the needs of animals: air, water, food, shelter.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Distinguish between living and non-living organisms.	**Vocabulary:** specific vocabulary for living and non-living items used; vocabulary of comparison and contrast, *is, isn't;* descriptive vocabulary such as *rough, smooth, warm, furry* **Structure:** present tense verbs, simple sentences **Function:** comparison/contrast, matching	**N:** Respond to examples by pointing. **N:** Illustrate examples of living and non-living organisms. **N:** Play matching games. **I:** Cut pictures for magazines or worksheets and categorize by properties. **I:** Read teacher-related stories. **A:** Use a cassette recorder to discuss living and non-living organisms. **A:** Record in simple sentences why an object or thing is living or non-living. **A:** Compare personal needs with those of another living organism.

GRADE 1 SCIENCE

Competency Goal 3: The learner will build an understanding of the properties and relationship of objects.

Content Objectives 3.02: Classify solids according to their properties: color, texture, shape (ability to roll or stack), weight (float or sink).

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Observe, classify and predict in order to describe a setting.	**Vocabulary:** language of comparison such as *alike, same, different;* color words, *names of clothing, weather words* **Structure:** future tense, *will, will not* **Function:** compare/contrast, sequencing, graph, chart ***Note:** Students may need familiarization with some items not found in their home countries.*	**N:** Match clothing and accessories to different types of weather. **N:** Plant and chart growth of seeds. **N:** Peel an orange and observe how long it takes for the aroma to permeate the room. **N:** Predict what fruits will sink and which will float. **I:** Given pictures of people dressed for different types of weather, infer what weather the people expect based on their clothing. **I:** Using visuals, predict how an animal or a plant such as cactus, or a flower, will feel to touch. **I:** Predict what will happen when a flower is placed in colored water. **A:** Identify unseen items from a description or from a "feely" box. **A:** Record in written form a prediction or an observation's result, then graph or chart results.

GRADE 1 SOCIAL STUDIES

Competency Goal 2: The learner will infer that individuals and families are alike and different.

Content Objective 2.2: Distinguish similarities and differences among individuals and families.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
List the responsibilities of family members of the class on a large chart.	**Vocabulary:** *family, mother, sister, brother, grandmother, grandfather, household; responsibilities, same, different* **Structure:** actions: *cooking, cleaning, taking care of, taking out, setting, working mowing* Possessive pronouns: *your, their, my, our* **Function:** compare/contrast, explain, categorize ***Note:** Family members' responsibilities may vary from culture to culture and from family to family. Some students may be sensitive to discussions regarding family members who are no longer with them.*	**N:** Point to family members on a visual. **N:** Cut and paste illustrations of family members to appropriate categories on a class chart. **N:** Write a word to explain illustrations. **I:** Compare/contrast two visuals representing different families: *Who is ___? What is ____ doing?* **I:** Repeat, generate, or label names and actions. **I:** Respond to questions about visuals. **A:** Write explanations to describe one's family. **A:** Create a pictorial family tree with a brief description. **A:** Compare orally responsibilities of different family members with a peer. **A:** Compare/contrast family members' responsibilities within own family.

GRADE 1 SOCIAL STUDIES

Competency Goal 9: The learner will apply basic economic concepts to home and school.

Content Objective 9.2: Distinguish between *wants* and *needs*.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Make a list of students' favorite things. Decide if each are wants or needs and create a graphic organizer to classify the items.	**Vocabulary:** *favorite, want, need, like, don't like* **Structure:** *I like ____; I do not like ____; I don't like ____; I want ____; I do not want ____; I don't want ____.* **Function:** use of *really* ***Note:** The concept of wants and needs can vary greatly by culture.*	**N:** Give an oral response to simple questions. **N:** Label illustrations. **N:** Show visuals and have students respond by pointing using *like, don't like.* **N:** Categorize and review orally: *I like ice cream; I don't like medicine.* **N:** Use visuals to show contrast of wants (ice cream, toys, etc.) and needs (water, food, shelter). Attach to a class organizer. **I:** Give an oral response to more complex questions: *Do you want or need ____?* **I:** Have student role-play using visuals: *I really like ____; I really don't like ____; I want ____; I really don't want ____; I need ____.* **I:** Pair students and have them tell about and draw favorite things, then categorize them by wants, needs.

GRADE 1 SOCIAL STUDIES

Competency Goal 9: The learner will apply basic economic concepts to home and school.

Content Objective 9.2 (continued): Distinguish between *wants* and *needs*.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Make a list of students' favorite things. Decide if each are wants or needs and create a graphic organizer to classify the items.	**Vocabulary:** *favorite, want, need, like, don't like* **Structure:** *I like ____; I do not like ____; I don't like ____; I want ____; I do not want ____; I don't want ____* **Function:** use of *really* ***Note:** The concept of wants and needs can vary greatly by culture.*	**A:** Write sentences and place under *want/need* chart. **A:** Cut magazine pictures to illustrate *wants* and *needs* and write sentences to make a book. **A:** Student generates own questions to elicit responses from peer.

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GRADE 1 ENGLISH LANGUAGE ARTS

Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write.

Content Objective 1.02: Demonstrate decoding and word recognition strategies and skills: Use phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text; recognize many high frequency and/or common irregularly spelled words in text (e.g., *have, said, where, two*).

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Unfamiliar story read aloud with periodic pauses to allow students to guess outcomes.	**Vocabulary:** *who, what, where, when, what if,* story vocabulary **Structure:** simple future tense **Function:** sequencing; rate of speech	**N:** Use word bank. **N:** Answer simple questions by pointing to visuals. **I:** Answer specific questions by using simple words and phrases; students may require assistance. **I:** Predict outcomes with the use of a word bank. **I:** Ask *wh* questions related to the story. **A:** Students devise an ending to a story. **A:** Answer *wh* questions to predict an outcome.

GRADE 1 ENGLISH LANGUAGE ARTS

Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively.

Content Objective 5.05: Use basic capitalization and punctuation: first word in a sentence, proper names, period to end declarative sentence, question mark to end interrogative sentence.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Construct a "me" book.	**Vocabulary:** personal vocabulary including descriptive words: *I, me, my, am; student's name in English* **Structure:** letters of the alphabet **Function:** sequencing; uses of the period; sound-letter correspondence	**N:** Choose visuals to accompany words. **N:** Practice writing letters of the alphabet. **N:** Practice writing on line, using spacing between words. **N:** Use upper and lower and lower case letters. **N:** Label pictures, using nouns and simple adjectives; may use invented spelling. **I:** Use word charts. **A:** Discuss book about oneself with a peer. **A:** Write a letter about oneself to a peer. **A:** Tell about someone in the class.

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GRADE 2

GRADE 2 MATH

Competency Goal 1: The learner will read, write, and model numbers through 1000 and compute with number less than 1000.

Content Objective 1.11: Explain solutions to problems using words, pictures, and numbers.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Demonstrate multiple solutions to a given problem.	**Vocabulary:** numbers 1-1000, *solve, solution, problem, compute, add, subtract, explain, describe* **Structure:** present verb tenses; simple sentence **Function:** questions such as *How much? How many?* Use of context clues K-W-L chart	**N:** Chant or use number songs to reinforce numbers to 1000. **N:** Arrange number blocks in correct order. **N:** Copy number words from a number chart. **N:** Use visuals to demonstrate word problems. **I:** Use manipulatives to demonstrate a solution to a problem. **I:** Work with a peer and draw pictures to show a solution. **I:** Maintain a word bank for math vocabulary. **I:** Underline key vocabulary and context clues in a word problem. **A:** Write questions on a K-W-L chart. **A:** Show how to solve a problem by drawing pictures and by setting up a computation.

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GRADE 2 MATH

Competency Goal 2: The learner will recognize, understand, and use basic geometric properties and standard units of metric and customary measurement.

Content Objective 2.12: Determine the value of sets of coins (pennies, nickels, dimes, and quarters), record using appropriate notation.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Identify coins and their value and record the amount.	**Vocabulary:** penny, pennies, nickels(s), dime(s), quarter(s), dollar(s), dollar bill(s), cent(s), head(s), tail(s), value, worth, spend, change, coin(s), bill(s), money, currency, spend, save **Structure:** present and past tense: *to buy, to spend, to have, to get* **Function:** appropriate language for a sales transaction: *How much does this cost? How much is this? Thank you for shopping here. Please come again.* ***Note:** Students may become confused by the different meanings of "bill" as in "dollar bill" and "paying the bill".* *Some students may have learned money notation from other countries which use a comma in place of a decimal point.*	**N:** Identify coins and tell the value of each. **N:** Identify coins and write the value of each. **N:** Identify each coin in a group and give the value of the group of coins. **I:** Write the value of a group of coins using proper notation. **I:** Role play a cashier and give a customer the change shown on a store computer. **I:** Make a graph to show cost comparison of different items. Illustrate differences in costs with play currency. **A:** Use coins to purchase real items from a classroom store. **A:** Role play a cashier, select coins for a customer's change, use appropriate language for the transaction. Redo the change when requested by the customer.

GRADE 2 SCIENCE

Competency Goal 1: The learner will build an understanding of plant and animal life cycles.

Content Objective 1.01: Analyze the life cycle of plant and animal life cycles: reproducing, developing into an adult, eventually dying.

1.03: Analyze the life cycle of animals: being born, developing into an adult, reproducing, eventually dying

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Use observation to understand differences between/among plants and animals.	**Vocabulary:** names for plant parts, animal parts, life stages, plant cycles, animal cycles; ordinal numbers such as *first, second, third; sequential vocabulary such as next, last, first, beginning, end, ending* **Structure:** third person present tense verb forms such as *grows, lives, eats* **Function:** comparison/contrast, sequencing ***Note:** Students from other cultures may be less familiar with the origin of some of our common foods, such as bacon, grits, etc.*	**N:** Respond by pointing. **N:** Match visuals. **N:** Order visuals in a life cycle sequence. **N:** Illustrate the life cycle of a plant such as a dandelion. **I:** Match a sentence with visuals. **I:** Match animals and/or plants and products made from them. **I:** Complete an illustration of a life cycle of a frog, insect, or mammal. **I:** Retell the stages of a plant. **I:** Draw a mural to show food chains as a part of a life cycle. **A:** Write sentences that describe stages in a life cycle.

GRADE 2 SCIENCE

Competency Goal 2: The learner will build an understanding of the changes in weather.

Content Objective 2.01: Describe weather by measurable qualities: temperature, wind direction, wind speed precipitation.

2.02: Assess weather changes from day to day and over the seasons.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Understand how weather affects human behavior.	**Vocabulary:** *rain, snow, sleet, hail, tornado, storm, sunny, dry, wet, cold, warm, hot, windy, humid* **Structure:** present tense verbs, future tense verbs, simple sentences **Function:** prediction, e-mail ***Note:** Students may be familiar with temperature measured in Celsius.*	**N:** Name and label different kinds of weather. **N:** Illustrate today's weather. **N:** Draw a weather map. **I:** Listen to a video of the weather forecast. **I:** Locate the weather forecast for the next three days. **I:** Compare correct weather data with a three-day forecast to determine its accuracy. **I:** Chart the weather for a month. **A:** Write and announce a weather report. **A:** E-mail students at a school in another state, ask about their weather and illustrate it. **A:** Describe how the school's weather differs from that of a school in another state.

GRADE 2 SOCIAL STUDIES

Competency Goal: The learner will infer that individuals, families, and institutions in neighborhoods and communities are and have been alike and different.

Content Objective 2.2: Describe similarities and differences among families in different neighborhoods and communities.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Compare and contrast two families from different neighborhoods with visuals and written information.	**Vocabulary:** *alike, different, similar, compare, contrast, goes, works, lives, might, may, could, should* Subject-specific vocabulary, i.e., *community, neighborhood, address, job, family members* Question words, i.e., *where, what, how* Descriptive vocabulary **Structure:** present tense verbs; complex sentences using *because* **Function:** compare/contrast; questioning ***Note:** Some students may be sensitive to discussions regarding family members who are no longer with them.*	**N:** Point in response to oral directions. **N:** Make an illustration of a community. **N:** Draw a neighborhood map. **N:** Respond to written questions by circling or checking. **N:** Work with a peer to read information. **N:** Match descriptors with an illustration of a family. **N:** Label illustration or drawing. **N:** Write about own family using repetitive sentence structures such as "This is my ____." , "I have a ____." **N:** Build a model community with recycled material, such as boxes, paper rolls, and box tops. **N:** Compare different family members using simple sentence structures.

GRADE 2 SOCIAL STUDIES

Competency Goal 2: The learner will infer that individuals, families, and institutions in neighborhoods and communities are and have been alike and different.

Content Objective 2.2: Describe similarities and differences among families in different neighborhoods and communities.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Compare and contrast two families from different neighborhoods with visuals and written information.	**Vocabulary:** *alike, different, similar, compare, contrast, goes, works, lives, might, may, could, could, should* Subject-specific vocabulary: *community, neighborhood, address, job, family members* Question words, *i.e., where, what, how* Descriptive vocabulary **Structure:** present tense verbs; complex sentences using *because* **Function:** compare/contrast; questioning ***Note:** Some students may be sensitive to discussions regarding family members who are no longer with them.*	**I:** Find addresses on a map. **I:** Use a graphic organizer, such as a Venn diagram. **I:** Tell how to go from one place to another. **I:** Describe the daily activities of several members of different families. **I:** Follow oral directions on a map for each family's activities. **I:** Role play family members. **I:** Take dictation using specific vocabulary for directions or activities. **I:** Sort or categorize sentence strips with information about families. **A:** Complete questions both orally and in writing for *how* and *why*. **A:** Write conclusions.

GRADE 2 SOCIAL STUDIES

Competency Goal 9: The learner will apply geographic themes to neighborhoods.

Content Objective 9.4: Identify means and methods of human movement in local and other neighborhoods.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Using visuals of an urban neighborhood, contrast access and need for transportation.	**Vocabulary:** content-specific vocabulary: *neighborhood, travel, method, transportation, car, bus, taxi, bicycle, bike, survey* Descriptive vocabulary, i.e., *urban, rural, busy quite* Comparative vocabulary, i.e., *faster, slower, more convenient* Supporting vocabulary, i.e., *too far, close, enough* **Structure:** present tense verbs **Function:** comparison/contrast, description, graphing, Venn diagram, surveys, supporting statements	**N:** Point and label forms of transportation. **N:** Build models of forms of transportation using disposable materials. **N:** Build a model of two different neighborhoods. **N:** Graph the distance between different points for different means of transportation (string or block graph). **I:** Orally discusses two geographically different neighborhoods using visuals. **I:** Compare a local neighborhood with one from another culture using a Venn diagram. **A:** Write descriptions of transportation needs that match different forms of transportation on a chart. **A:** Write statements that contain supporting information. **A:** Devise and complete a survey about transportation.

GRADE 2 SOCIAL STUDIES

Competency Goal 10: The learner will apply basic economic concepts to neighborhoods.

Content Objectives 10.1: Identify examples of scarcity in neighborhoods.
10.3: Explain the use of money as a medium of exchange.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Using a narrative of two neighborhood businesses, decide and represent the contributions to the community.	**Vocabulary:** content-specific vocabulary: *neighborhood, business, community, customer, consumer, business person, want, need, contribute, contribution, economic, money, more greater, less, fewer, least, most* Money terms: *dollar, cent(s), money, buy, sell, profit, company, business, shop* **Structure:** present tense verb, simple sentences **Function:** compare/contrast	**N:** Point in response to questions. **N:** Answer questions with one word or phrase. **N:** Use play money to illustrate need, profit. **N:** Label community shops and activities. **N:** Create a neighborhood using pictures, model of buildings. **I:** Explain (orally) how a business gets its inventory, i.e., buy from a farmer, buy from another source. **I:** Complete a cloze story. **I:** Answer prepared questions. **I:** Complete and illustrate graph or economic circle. **I:** Create a "business" in the classroom in which students role-play proprietors and customers. **I:** Role play members of the neighborhood.

GRADE 2 SOCIAL STUDIES

Competency Goal 10: The learner will apply basic economic concepts to neighborhoods.

Content Objective 10.1 (continued): Identify examples of scarcity in neighborhoods.
10.3 (continued): Explain the use of money as a medium of exchange.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Using a narrative of two neighborhood businesses, decide and represent the contributions to the community.	**Vocabulary:** content-specific vocabulary: *neighborhood, business, community, customer, consumer, business person, want, need, contribute, contribution, economic, money, more greater, less, fewer, least, most* Money terms: *dollar, cent(s), money, buy, sell, profit, company, business, shop* **Structure:** simple sentences **Function:** compare/contrast	**I:** Compare and contrast two businesses. **I:** Graph the results of an actual school fund-raiser. **A:** Illustrate economic circles, e.g., how money changes hands from consumer to producer, family to farmer, utility company, according to the goods and services purchased. **A:** Answer questions in written form that require higher order thinking skills. **A:** Give an oral or written analysis or a problem that might occur in a neighborhood, such as a shop burns, a shop goes out of business.

GRADE 2 ENGLISH LANGUAGE ARTS

Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write.

Content Objective 1.01: Use phonics knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words while reading text.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Define multi-syllable words in context by identifying the suffix, prefix, and root word.	**Vocabulary:** *root words, prefix, suffix* **Structure:** common suffixes, prefixes and their meanings **Function:** word formation	**N:** Model and give examples. **N:** Tap a pencil to show the syllables in words. **N:** Color-code words to show prefixes, root words and suffixes. **I:** Categorize prefixes, suffixes, and roots from a known list. **I:** Use flashcards to form words with suffixes and prefixes. **I:** Circle or underline words in a sentence that have a prefix or suffix. **A:** Create words that have a prefix or suffix and use in a sentence. **A:** Read a story and identify multi-syllable words in context.

GRADE 2 ENGLISH LANGUAGE ARTS

Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

Content Objective 2.08: Interprets information from diagrams, charts, and maps.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Answer specific questions from information displayed on a chart or map.	**Vocabulary:** directions: *north, south, east, west; more than/less than*; question words, numbers, letters **Structure:** simple questions, simple sentences **Function:** use of map symbols; questioning	**N:** Model activity using charts and or maps. **N:** Respond to questions by pointing to locations on a chart or map. **N:** Illustrate answers with labeled drawings. **N:** Respond to yes/no questions. **I:** Answer with simple words and phrases orally and/or in writing. **A:** Create questions and answer them orally and in writing. **A:** Create a map or chart, then ask a peer questions about it.

GRADE 2 ENGLISH LANGUAGE ARTS

Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

Content Objective 4.06: Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories and/or experiences).

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Keep a journal of personal experiences.	**Vocabulary:** personal vocabulary **Structure:** first person form of verbs; basic sentence structure, capitalization; punctuation: commas, periods **Function:** subject-verb agreement; capitalization	**N:** Model journal writing for student. **N:** Incorporate pictures and label drawings in journal. **N:** Use word banks, word wall charts, or personal dictionary. **I:** Read aloud selected entries to a partner. **I:** Create and maintain an ongoing thesaurus to vary vocabulary in writing. **I:** Write basic short sentences with some invented spelling. **A:** Use a self-help notebook to keep reminders for subject-verb agreement, capitalization, and punctuation. **A:** Maintain a list of words to express feelings in descriptive writing. **A:** Write sentences using dictionaries, can self-correct misspellings of high-frequency words and other words with assistance.

GRADE 3

GRADE 3 MATH

Competency Goal 5: The student will solve problems and reason mathematically.

Content Objective 5.2: Develop stories to illustrate problems situations and number sentences.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Understands how math applies to everyday situations.	**Vocabulary:** operational vocabulary: *difference, all together, left, more, in all, total, sum; item, for sale, each, per free, sale, coupon, change, credit card, debit card, cash, coin, bill, quarter, dime, penny, pennies, cent(s), nickel, cashier, check out, cash register* **Structure:** simple sentences **Function:** role-plays a purchase using appropriate courtesy expressions *Note: Other countries use a 24-hour clock instead of AM and PM. Newly arrived students may not be familiar with our time conventions. Other countries also use degrees Celsius instead of Fahrenheit for temperature.*	**N:** Use manipulatives, such as cubes, rods, beads, beans, candy. **N:** Make a graph using manipulatives. **N:** Categorize items by use such as toys, clothing, tools. **N:** Use coins to buy items and make change. **I:** Role play a cashier giving change to a student. **I:** Measure an object using alternative ways, such as a stick, a paper, a hand. **I:** Keep a record of temperatures; graph and find average reading. **A:** Create a written word problem for classmates to solve. **A:** Create a written word problem and explain the solution. **A:** Create a daily written schedule of classes.

GRADE 3 MATH

Competency Goal 5: The student will solve problems and reason mathematically.

Content Objective 5.5: Describe processes used in finding solutions; suggest alternative strategies or methods.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Solve a problem using more than one method.	**Vocabulary:** operational vocabulary and symbols: *add, +, subtract, -, multiply, x, divide, ÷, estimate, estimation, predict, prediction, approximate, survey, categorize, total, sum, equal (adjective, verb), equals* Comparative vocabulary: *more than, less than* Question words and phrases: *which, how many, what* Clue vocabulary: *difference, all together* Language of prediction: *I think, I will* **Structure:** simple sentences, use of *first, then, finally* **Function:** compare/contrast, estimate, predict, give a step-by-step explanation *Note: Some countries use a different procedure for division.*	**N:** Illustrate a number sentence with manipulatives. **N:** Use a calculator to solve a problem. **N:** Complete a comparison chart. **N:** Use alternative tools for measuring, such as string, paper clips. **N:** Create a graph using paper clips or string. **I:** Create a pie chart. **I:** Predict answers to a problem using a silent ballot. **I:** Estimate length in centimeters and find the exact answer. **I:** Record steps needed in finding a solution to a problem. **I:** Make a prediction and then solve a problem with a calculator. **I:** Explain a solution orally to a peer, small group, or class.

GRADE 3 MATH

Competency Goal 5: The student will solve problems and reason mathematically.

Content Objective 5.5 (continued): Describe processes used in finding solutions; suggest alternative strategies or methods.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Solve a problem using more than one method.	**Vocabulary:** operational vocabulary and symbols: *add, =, subtract, -, multiply, x, divide, /, estimate, estimation, predict, prediction, approximate, survey, categorize, total, sum, equal (adjective, verb), equals* Comparative vocabulary: *more than, less than* Question words and phrases: *which, how many, what* Clue vocabulary: *difference, all together* Language of prediction: *I think, I will* **Structure:** simple sentences, use of *first, then, finally* **Function:** compare/contrast, estimate, predict, give a step-by-step explanation ***Note:*** *Some countries use a different procedure for division.*	**A:** Write problems to solve with a calculator. **A:** Propose a problem with the aid of a visual. **A:** Compare the length of objects found in the playground, place into two lines, measure and graph.

GRADE 3 SCIENCE

Competency Goal 1: The learner will build an understanding of plant growth and adaptations.

Content Objective 1.01: Determine that the quantities and qualities of nutrients, light, and water in the environment affect plant growth.

1.02: Observe how environmental conditions can determine how well plants grow and survive in a particular environment.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Classify plants by their environmental needs.	**Vocabulary:** *light, sun, water, rain, dry, desert, grow, habitat, desert, forest, rain forest, jungle, photosynthesis* **Structure:** present tense forms of verbs; prepositions such as *on, in, through, under, above, across*; prepositional phrases such as *in the forest, in the desert* **Function:** classify, compare-contrast ***Note:** Simplify reading material to avoid the use of complex sentences.*	**N:** Label pictures of plants found near the school. **N:** Cut out and label pictures of plants in various environments. **N:** Use a Venn diagram to show similarities and differences between two plants growing in different environments. **N:** Complete simple cloze sentences about plants. **I:** Provide two similar plants with different amounts of light over one week and describe how the plants are affected. **I:** Compare and contrast plants found in habitats in countries represented by students in the class. **A:** Research and report on plants common to students' communities and regions. **A:** Share personal experience and knowledge about plants through illustrations and explanations.

GRADE 3 SCIENCE

Competency Goal 3: The learner will build an understanding of the earth/moon/sun system.

Content Objective 3.01: Using shadows, observe the movement of the sun in the sky during the day.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Relate the movement of the sun to the hours of the day.	**Vocabulary:** *sun, move, movement, shadow, hour, minute, time, morning, afternoon, evening, night, noon, midnight,* AM, PM, *sunrise, sunset, orbit*; sequencing vocabulary such as *beginning, next, then, after, last, end* **Structure:** simple sentences; simple paragraphs **Function:** classify, sequence, cause-effect ***Note:** Other countries use a 24-hour clock instead of AM and PM. Newly arrived students may not be familiar with our time conventions.*	**N:** Identify pictures showing morning, afternoon, evening, and night. **N:** Place pictures of various activities under headings of morning, afternoon, evening, and night. **N:** Sequence various activities and estimate what time the activity might have occurred. **I:** Working with a partner, create a sundial with a paper circle and a craft stick and mark the shadow at three times during a day. **I:** Working with a partner, show how the earth rotates and revolves. Identify which movement causes day and night and which causes seasons. **I:** Describe (orally) how to make a sundial and mark the hours. **I:** Create and label a diagram showing the earth's orbit around the sun. **A:** Write sentences describing how the earth's movement around the sun creates our seasons.

GRADE 3 SOCIAL STUDIES

Competency Goal 5: The learner will evaluate relationships between people and their governments.

Content Objective 5.2: Summarize the elective process in the community and distinguish between elected and appointed officials.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Compile what happens during a campaign and an election.	**Vocabulary:** vote, *elect, appoint, win, lose, lost, official, office, job*; comparative language such as *more, most, few, fewer, less, least*; sequencing vocabulary: *first, second, third, last* **Structure:** present and past tense form of verbs **Function:** flow map, visual timeline, application, asking questions in an interview, writing responses during an interview	N: Use a "flow map" or visual timeline to sequence events. N: Cut pictures from newspapers/magazines to create a picture timeline of an election. N: Use a graphic organizer to compare/contrast. I: Complete an application for a public job. I: Brainstorm and create a list of government leaders in the community, including those that are elected and appointed. Place in a "T-chart." I: Describe the roles of government leaders. A: Research and compare the duties of an elected and an appointed official. A: Interview a local elected or appointed official. A: Write a short report using information gained from interviewing a local official.

GRADE 3 SOCIAL STUDIES

Competency Goal 6: The learner will evaluate change in different settings.

Content Objective 6.3: Predict logical and future changes in communities studied.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Analyze the impact various kinds of growth will have on your community.	**Vocabulary:** *populations, business, transportation; first, next, then, following, before, last, finally, if, then* **Structure:** present and future tense form of verbs **Function:** sequencing, cause-effect	**N:** Construct graphs such as circle graphs, bar graphs, line graphs, picture graphs to show population trends and growth patterns. **N:** Create a multi-flow map to show cause-effect. **I:** Skim and scan for information. **I:** Take notes and write short reports. **I:** Describe how changes in the community affect a student personally. **A:** Research impact of new means of communication and transportation. **A:** Debate advantages and disadvantages of future advances.

GRADE 3 ENGLISH LANGUAGE ARTS

Competency Goal 1: The learner will apply enabling strategies and skills to read and write.

Content Objective 1.04: Increase sight vocabulary, reading vocabulary, and writing vocabulary through: wide reading, word study, listening, discussion, book talks, book clubs, seminars, viewing, role play, and studying author's craft.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Underline ten words in a reading passage and substitute each of them with a word of similar meaning.	**Vocabulary:** *dictionary, thesaurus* **Structure:** singular/plural **Function:** words that can function as more than one part of speech, such as *wants* (verb/noun) *Note: Be sure to consider the readability level of the written passage.*	**N:** Use a picture or personal dictionary. **N:** Use a Thesaurus. **N:** Using a cloze procedure, replace missing words with a word or visual representation. **I:** Replace an underlined word, choosing a synonym from a word bank. **I:** Retell a series of sentences using synonyms. **A:** Rewrite a passage with substituted words, using a dictionary or a Thesaurus. **A:** Given a specific activity, such as writing a television commercial, decide synonym is best to use, such as *"This car is _____." (cheap, low-priced, free); "Good morning, ladies and _____" (boys, fellows, gentlemen).*

GRADE 3 ENGLISH LANGUAGE ARTS

Competency Goal 2: The learner will apply strategies and skills to comprehend text read, heard, and viewed.

Content Objective 2.04: Identify and interpret elements of fiction and nonfiction and support by referencing the text: author's purpose, plot, conflict, sequence, resolution, lesson and/or message, main idea and supporting details, cause and effect, fact and opinion, point of view (author and character), use of figurative language (e.g., simile, metaphor, imagery).

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Read fairy tale and identify main idea.	**Vocabulary:** descriptive vocabulary such as *beautiful, wicked, gallent* **Structure:** past tense form of verbs such as *lived, slept, awoke*; literary words and expressions such as *happily ever after, once upon a time* **Function:** Understand the difference between a fairy tale, tall tale, a fable, legend, or myth; use of an advance organizer.	**N:** Use illustrations and pictures to accompany written text. **N:** Use an advance organizer prior to reading. **N:** View a video of a tall tale prior to reading. **N:** Discuss a story with a partner. Illustrate or orally express the main idea in simple words and phrases. **I:** List main events in fairy tale, tall tale. **I:** Answer questions about a tall tale. **I:** Discuss a story with a partner; orally express main idea and then write it down in a sentence. **A:** Retell the story. **A:** Write a short paragraph which summarizes a tall tale and states the main idea. List sentences or phrases from the story that reveal the main idea.

GRADE 4

GRADE 4 MATH

Competency Goal: The learner will demonstrate an understanding and use properties and relationships of geometry.

Content Objective 2.1: Use manipulatives, pictorial representation and appropriate geometric vocabulary to identify properties of polyhedra and other three-dimensional figures.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Use manipulatives to identify properties.	**Vocabulary:** *strength, height, width, cube, pyramid, cone, ides, angles, vertices* Descriptive language: *large, larger, small, smaller* Comparative language: *more, less, greater than, fewer than* **Structure:** simple sentences **Function:** comparison and contrast	**N:** Point to, draw, illustrate figures. **N:** Review closed plane figures by pointing to them, identifying and labeling. **N:** Label or categorize polyhedra with a partner. **N:** Use TPR with polyhedra, i.e. "Stand up if you're holding a cube." **N:** Brainstorm for prior knowledge using a K-W-L (Know/Want to learn/Learned earn/Learned/Have learned) chart. **N:** Label pictures and/or manipulatives with supplied words or word cards. **I:** Classify, sort, or group polyhedra. and label properties. **I:** Complete a graphic organizer comparing properties of polyhedra. **A:** Describe properties of a given polyhedron. Compare and contrast properties of different polyhedra in writing.

GRADE 4 MATH

Competency Goal 5: The student will solve problems and reason mathematically.

Content Objective 5.2: Communicate an understanding of a problem through oral and written discussion.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Communicate an understanding of a problem and solve it.	**Vocabulary:** comparative vocabulary such as *more, less, greater than, fewer than* Operational vocabulary, such as *add, subtract, greater than, difference, remains, plus, more than, increase by, sum, all together, in all* Sequencing language such as *first, beginning, next, then, last, end, ending with* Predictive language such as *I think, I guess* **Structure:** cause-effect; if-when clauses **Function:** use of synonyms *Note: Commas and periods are used differently in other countries, for example our 3,000 = 3.000 in many countries.*	**N:** Solve problem using manipulatives. **N:** Illustrate problem and solution. **N:** Use a word board. **N:** Teach use of calculators. **N:** Model a think aloud/role play. **N:** Highlight important information. **I:** Question for clarification. **I:** Retell problem and solution. **I:** Arrange sentence strips in sequence to show a solution. **I:** Show/list operational steps. **A:** Create student-generated problems; share and solve. **A:** Read and solve problems. Generate alternate solutions with peer groups.

GRADE 4 SCIENCE

Competency Goal 1: The learner will build an understanding of animal growth and adaptation.

Content Objective 1.01: Relate structural characteristics and behavior of a variety of animals to the environment in which they are typically found.

1.02: Determine animal behaviors and body structures that have specific growth and survival functions in a particular habitat.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Compare and contrast adaptations of various animals to their environment -- coloration, shape, body structure.	**Vocabulary:** descriptive vocabulary, such as color words, *camouflage* Vocabulary of comparison and contrast: *same as, larger, smaller* Vocabulary of body coverings, body parts: *feathers, fur, tail, scales, paws, legs, thorax* Vocabulary used to describe habitat: *forest, rain forest, jungle, desert, plains, mountains, lake, pond, wetland* **Structure:** present tense; active and passive voice: *eats, is eaten by, feeds on, is hunted by* **Function:** compare-contrast, cause-effect	**N:** Illustrate an animal in its habitat and label. **N:** Tell about an animal being described and its habitat. **N:** Describe a food web using a pattern sentence, such as *The* _____ *eats* _____. **I:** Match a sentence with the animal being described. **N:** Match an animal and its habitat. Explain orally and in writing those needs are met by the animal's habitat. **I:** Identify different types of body structures or coverings and explain how they help an animal to survive. **A:** Explain how an animal's coloration helps it adapt to its environment. **A:** Explain what happens when a balanced ecosystem is disturbed.

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GRADE 4 SCIENCE

Competency Goal 2: The learner will build an understanding of the composition and uses of rocks and minerals.

Content Objective 2.04: Classify rocks using student-devised rules.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Observe a variety of rocks and identify and classify similarities and differences.	**Vocabulary:** descriptive language pertaining to color, size, shape, weight, material, temperature, texture Comparative language such as: *larger than, smaller than, wider than, lighter than, same as, similar to, is like, looks like, greater than, less than, more than, fewer than* **Structure:** sentence patterns which use comparisons, such as *The box is heavier than the ball.* **Function:** compare/contrast *Note: Be aware of the multiple meaning of many descriptive words, such as "light" with respect to color, weight, etc.*	**N:** Make a class list of shapes and colors and match with illustrations. **N:** Discriminate between two objects based on one attribute, such as weight or texture. Which is heavier, smoother? **N:** Draw an object based on an oral description. **N:** Create a list of words to describe colors, shapes and other attributes such as *rough, smooth, small.* **N:** Group a collection of rocks by attributes and describe it to a peer. Show other groupings. **I:** Select rocks from a group according to a particular attribute. Tell how the rocks are related and why the others were not selected. **I:** Describe an object in writing using a "missing word" sentence and a word bank which may have words separated in categories. **A:** Write several sentences describing each of five different rocks and suggesting how each might be used. Let others identify them after reading.

GRADE 4 SOCIAL STUDIES

Competency Goal 4: The learner will analyze the characteristics of the people of North Carolina.

Content Objective 1.2: Describe the origins and characteristics of the major groups that settled in North Carolina and assess their influence in North Carolina customs.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Research a group of people and tell about its social and economic influence.	**Vocabulary:** comparative language such as *more, most* Reference vocabulary for media such as *more, most* **Structure:** use of capitalization for nationalities, regions of the country, names of countries **Function:** identify cause and effect; question formation; interviewing skills; note taking; interpret graphs ***Note: Whenever possible, involve students' home countries in class discussions.***	**N:** Review map skills. **N:** Scan for information. **N:** Teach use of media center; locate and identify reference material. **N:** Complete an information chart in a group. **I:** Use a language jigsaw activity to obtain information for a graph. **I:** Conduct an interview. **I:** Complete a cloze passage using a completed information chart. **A:** Write a short narrative using information gained in a interview. **A:** Complete a chart using information gathered through research. **A:** Write a narrative from a completed information chart.

GRADE 4 SOCIAL STUDIES

Competency Goal 11: The learner will assess changes in ways of living over time and investigate why and how these changes occurred.

Content Objective 11.1: Identify and describe changes which have occurred in ways of living in North Carolina.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Research how changes in living styles and transportation have affected North Carolinians.	**Vocabulary:** *ago, past, century, xxth century, colonial, colony, settlement, farm, city, rural, urban* Comparative language such as *more, most, least, fewest* **Structure:** present and past verb tenses such as *come, came, drive, drove;* simple sentence construction **Function:** sequencing, research skills, evaluation of information	**N:** Gather research with a partner. **N:** Scan for information. **N:** Develop a pictorial timeline. **N:** Create a diorama. **I:** Match visual with a description. **I:** Use well-illustrated resources. Complete a graphic organizer with student-researched information. **I:** Use a prepared observation sheet or questionnaire to interview for a study of the school's neighborhood. **I:** Write questions on researched information in groups. Then ask each other questions following a teacher model. **A:** Respond to inferential questions. **A:** Write a short report.

GRADE 4 ENGLISH LANGUAGE ARTS

Competency Goal 2: The learner will apply strategies and skills to comprehend text read, heard, and viewed.

Content Objective 2.04: Identify and interpret elements of fiction and nonfiction and support by referencing the text: plot, theme, main idea and supporting details, author's choice of words, and effectiveness of figurative language (e.g., foreshadowing, analogy).

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Read a literary text.	**Vocabulary:** *relevant, irrelevant, describe, description, necessary, unnecessary* **Structure:** simile, metaphor, fact/opinion **Function:** sequencing; use of graphic organizers to show main and supporting ideas; order of modifiers (*five poor little yellow chickens = number, condition, size, color)*	**N:** Answer questions at the literal level about literary texts. **N:** Identify and highlight the words or phrases used to describe something or someone in a text. **N:** Rearrange words in phrases to correct the order of modifiers. **N:** Read a descriptive text to students, then rearrange a picture sequence to reflect the organization of the descriptive text. **N:** Role play the part of a young child telling a story with irrelevant details. Class identifies which details were unnecessary. **N:** Rearrange sentence strips in a language-experience activity by placing them on a board or into an outline. **N:** Use a graphic organizer to show the relationship between main and supporting ideas, relevant and irrelevant details.

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GRADE 4 ENGLISH LANGUAGE ARTS

Competency Goal 2: The learner will apply strategies and skills to comprehend text read, heard, and viewed.

Content Objective 2.04 (continued): Identify and interpret elements of fiction and nonfiction and support by referencing the text: plot, theme, main idea and supporting details, author's choice of words, and effectiveness of figurative language (e.g., foreshadowing, analogy).

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Read a literary text.	**Vocabulary:** *relevant, irrelevant, describe, description, necessary, unnecessary* **Structure:** simile, metaphor, fact/opinion **Function:** sequencing; use of graphic organizers to show main and supporting ideas; order of modifiers *(five poor little yellow chickens = number, condition, size, color)*	**N:** Identify those sentences within a group that support a particular main idea. **N:** Discuss meaning of simile and underline similes in a piece of writing. **N:** Generate visual similes from a written starter and illustrate them. **N:** Categorize characters into different groupings from a text read in class as *nice, mean, funny; wants to help Jack; does not want to help Jack*). **N:** Draw predicted or different endings for a story read in class. **N:** Use story prompts to make complete stories. **I:** Make fact/opinion charts. **I:** Introduce quality short works with controlled, high-frequency vocabulary.

GRADE 4 ENGLISH LANGUAGE ARTS

Competency Goal 2: The learner will apply strategies and skills to comprehend text read, heard, and viewed.

Content Objective 2.04 (continued): Identify and interpret elements of fiction and nonfiction and support by referencing the text: plot, theme, main idea and supporting details, author's choice of words, and effectiveness of figurative language (e.g., foreshadowing, analogy).

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Read a literary text.	**Vocabulary:** *relevant, irrelevant, describe, description, necessary, unnecessary* **Structure:** simile, metaphor, fact/opinion **Function:** sequencing; use of graphic organizers to show main and supporting ideas; order of modifiers (*five poor little yellow chickens = number, condition, size, color*)	**I:** Show how meaning can be derived from context clues. **I:** Evaluate what kind of person a literary character would be and write descriptive words from the text, which support this opinion. **I:** Identify and discuss characters' motives with other students. **I:** Note each time that the writer changes the subject in a descriptive passage that lacks coherence. **I:** Compare two short passages and determine if they are probably written by the same author. **A:** Read an autobiographical piece about a favorite person and compare it to one's own life, making inferences and drawing conclusions. **A:** Read various poems by different authors and compare the voices and the styles.

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GRADE 4: ENGLISH LANGUAGE ARTS

Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

Content Objective 4.07: Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Write a letter to someone describing an event-filled week from the perspective of a fictitious character.	**Vocabulary:** street, road, avenue, boulevard, dear, sincerely, yours truly Abbreviations: *Mr., Ms., Dr., St., Rd., Blvd.*, P.O. Box, states, such as N.C., NC; VA., VA **Structure:** structure of a friendly letter, including greeting, closing, date, address, return address, envelope information, zip codes Punctuation of a friendly letter Placement of various sections of a friendly letter **Function:** Use of two-letter state postal code. ***Note:** The format of a friendly letter may vary from what a student has learned in another country.*	**N:** Allow brainstorming or prewriting note taking in the student's first language, then write in English. **N:** Using sentence frames, write to a pen pal in another school or class using mail or e-mail. **N:** Sequence pictorial daily schedules. **N:** Teach chronological-order words. **N:** Keep and use spelling logs. **N:** Identify spelling rules. **N:** Identify systematic spelling errors. **N:** Use card files. **N:** Use conjunctions to combine simple sentences on sentence strips. **N:** Use checklists generated by students or groups of students to edit their writing. **I:** Write about one's day using chronological order.

GRADE 4: ENGLISH LANGUAGE ARTS

Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

Content Objective 4.07 (continued): Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Write a letter to someone describing an event-filled week from the perspective of a fictitious character.	**Vocabulary:** street, road, avenue, boulevard, dear, sincerely, yours truly Abbreviations: *Mr., Ms., Dr., St., Rd., Blvd.*, P.O. Box; states, such as N.C., NC; VA., VA **Structure:** structure of a friendly letter, including greeting, closing, date, address, return address, envelope information, zip codes Punctuation of a friendly letter Placement of various sections of a friendly letter **Function:** use of two-letter state postal code ***Note:** The format of a friendly letter may vary from what a student has learned in another country.*	**I:** Keep a journal. **I:** Use timelines. **I:** Publish work. **I:** Use peer editing. **A:** Edit written work for errors in sentence formation, usage, mechanics and spelling. **A:** Organize a piece of writing using an order other than chronological order, such as order of importance, cause-effect.

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GRADE 5

GRADE 5 MATH

Competency Goal 1: The learner will understand and compute with rational numbers.

Content Objective 1.1: Use place value through millions in real-world situations including reading, writing, estimating, and comparing numbers in a variety of forms.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Compare populations of the top five cities throughout the world using a teacher-provided list.	**Vocabulary:** one(s), ten(s), hundred(s), thousand(s), ten-thousand(s), hundred-thousand(s), million(s) Language of estimation: *about, almost, approximately, nearly* Language of comparison: *more than, fewer than, less than, same as, equal, equal to, similar* **Structure:** simple sentences, writing a paragraph **Function:** sequencing, compare-contrast	**N:** Label numbers with the name of each place value. Post a reference chart. **N:** Point and name each place value from left to right when reading numbers. **I:** Match the number words with the numbers. **I:** Read a number to a partner who writes it. **I:** Having been given the number in numerals, write it in words. **I:** Write a paragraph identifying the most populated cities from a list provided, then read the paragraph orally. **A:** Read the size of the 10 largest states in the United States and put them in order. **A:** Label each place value from right to left up to 100 million.

GRADE 5 MATH

Competency Goal 2: The learner will demonstrate an understanding and use of the properties in geometry and standard units of metric and customary measurement.

Content Objective 2.9: Use an organized approach, appropriate strategies and technology as needed to solve multi-step problems involving geometry, spatial visualization and measurement (length, weight, time, capacity, temperature, perimeter, area, volume).

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Calculate the number of square yards of carpet needed to cover the classroom floor and it's total price, given the price per square yard.	**Vocabulary:** *measure, length, width, foot, yard, square yard, meter, square meter, multiply, per total* Abbreviations, such as: *ft., yd., m* Descriptive language: *color, texture, durability, inexpensive, quality, long-lasting, pile, indoor, outdoor, stain, stain-resistant* Sequencing vocabulary: *first, second, third, then, next, lastly, finally* **Structure:** simple sentences, subject-verb agreement, imperative form of verbs **Function:** Compare/contrast, outlining, sequencing, use of persuasive language, and courtesy language involved in a sales transaction. ***Note: International students often have experience using metric measurement. The comma used in the U.S. to denote thousands, i.e., 1,200 may be represented by a period in other countries, 1.2. 1.200.***	**N:** Name and demonstrate the use of a ruler, yardstick, or meter stick. **N:** Work with a peer to measure a length of string and record the length on paper using the correct label. **N:** Graph the price of several kinds of carpet to cover a given classroom floor. **I:** Outline the steps to solving a word problem: working in pairs after the teacher models, apply problem-solving steps to a word problem and present steps to the class. **I:** Working in pairs, apply problem-solving steps to a word problem containing extraneous information and present steps to the class. **A:** Role play a carpet purchase with students explaining the advantages of each type of carpet using carpet squares and calculating the price of the purchase. **A:** Write an advertisement for a carpet sale. **A:** Present a commercial for a carpet sale.

GRADE 5 SCIENCE

Competency Goal 1: The learner will build an understanding of the interdependence of plants and animals.

Content Objective 1.01: Assess a variety of ecosystems (communities of organisms and their interaction with the environment).

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Describe and illustrate an ecosystem and compare it to another ecosystem.	**Vocabulary:** *plant, animal, habitat, land, forest, wetland, ecosystem, interdependence, organism* **Structure:** simple sentences, subject-verb agreement **Function:** compare-contrast	**N:** Identify and describe an ecosystem using pictures. **N:** As a group, identify the aspects of the environment, which are important to plants and animals. **I:** Create a graphic organizer to show which aspects of the environment is essential to plants and animals. **A:** Show the impact on organisms of changing one aspect of the environment, such as, increased temperature in a forest, less rainfall in a rain forest in a picture. Describe the impact in a paragraph.

GRADE 5 SCIENCE

Competency Goal 2: The learner will build an understanding of forms and sources of energy.

Content Objective 2.01: Assess the sources & forms of energy (heat, light, electricity, mechanical motion, and sound).

Content Objective 2.02: Assess needs, benefits, distributions, pollution, and cost associated with society's energy use.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Understand how energy sources are important to our lives.	**Vocabulary:** energy sources, such as *petroleum, wood, steam, and water*	**N:** Collect magazine pictures of equipment, tools, machines and sort according to energy source.
	Sequencing vocabulary such as *first, second, next, last*	**N:** Create a timeline of energy sources.
	Verbs such as *produce, create*	**I:** Devise a science experiment that utilizes two different energy sources and create an outline of the experiment.
	Structure: simple sentences, outlining	
	Function: sequencing, compare/contrast, cause-effect	**I:** Select and discuss examples of energy sources.
		I: Show and discuss toys powered by different types of energy, such as wind, gas, and electricity.
		I: Conduct an experiment with a partner that involves an activity such as making an electrical circuit. Describe the results to the class.
		A: Conduct research for a paper on energy.
		A: Research and describe how sources of energy may differ from country to country and draw or chart results.

GRADE 5 SOCIAL STUDIES

Competency Goal 1: The learner will analyze characteristics of people of the Western Hemisphere.

Content Objective 1.1: Identify, locate, and describe major groups of people, past and present, in the United States, Canada, and Latin America.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Identify locate and describe groups of people.	**Vocabulary** such as: *Native Americans, indigenous peoples, New Englanders, Spanish, French, English, people, population movement, before, after, prior, east, west, north, south, country, continent, century, decade, state, migration, immigration, ship, wagon, horse, airplane, car, settler* Comparative vocabulary such as *more, most, few, fewer* **Structure:** present and past tense such as *came from, left, arrive(d), traveled, settle(d)* **Function:** cause-effect, sequencing, compare/contrast	**N:** Point to different countries and different continents on a globe. **N:** Label maps or globes with supplied words. **N:** Point to locations on a map where specific groups live/lived. **I:** Develop a pictorial timeline to show past and present population migration patterns to the United States. **I:** Label maps or globes using student-supplied words. **I:** Show on a map the route taken by a particular group of people. **I:** Complete a T-chart describing reasons for immigration of major groups. **A:** Describe past and present people of a given area in writing.

GRADE 5 SOCIAL STUDIES

Competency Goal 6: The learner will evaluate the significance of the movement of people, goods, and ideas from place to place.

Content Objective 6.2: Compare ways in which people, goods, and ideas moved in the past in the United States, Canada, and Latin America with their movement today.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Compare movement of people, goods, ideas, transportation and communication.	**Vocabulary for transportation and communication** such as *horse, wagon, telegraph, train, telephone, television, airplane, car, ship, radio, computer, Internet, e-mail, newspaper, book, truck* **Structure:** simple sentences **Function:** sequencing, cause-effect	**N:** Point to pictures of specific modes of transportation and communication. **N:** Match pictures of an item with the mode of transportation such as a picture of lumber and a toy truck. **I:** Identify, locate arteries of transportation. **I:** Label maps with student-supplied words. **I:** Create a timeline for various means of transportation for goods from the 1600's to the present. **A:** Write about various modes of transportation and communication.

GRADE 5 ENGLISH LANGUAGE ARTS

Competency Goal 2: The learner will apply strategies and skills to comprehend text read, heard, and viewed.

Content Objective 2.01: Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question).

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Vary reading according to purposes for reading and nature of the text.	**Vocabulary:** *skim, scan, survey, text, passage, phrases* **Structure:** depends on text selection **Function:** skim, scan, survey	**N:** Preview or pre-teach main idea vocabulary or selection to ease skimming for information. **N:** Ask students to form questions whenever they read. Model posing questions for fiction, nonfiction narrative, persuasive, practical and information writing, including picture books. **N:** Identify purpose for reading such to gather information, for enjoyment. **N:** Given an incomplete drawing for a written descriptive passage, the students draw details such as hair color, objects, as described in the text. **I:** Use a strategy such as SQ3R for informational reading. **I:** Students ask and answer literal questions about text as they read. **I:** Pause to brainstorm for synonyms for words in the question before students look for the answer in the text.

GRADE 5 ENGLISH LANGUAGE ARTS

Competency Goal 2: The learner will apply strategies and skills to comprehend text read, heard, and viewed.

Content Objective 2.01 (continued): Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question).

Sample Content Task	Language Alert	Language Strategies/Assessment (N= Novice, I= Intermediate, A= Advanced
Vary reading according to purposes for reading and nature of the text.	**Vocabulary:** *skim, scan, survey, text, passage, phrases* **Structure:** depends on text selection **Function:** skim, scan, survey	**I:** Select relevant passages or phrases when they contain the same words as the question. **A:** Select relevant passages even when they do not contain words or synonyms of words from the question. **A:** Select relevant passages or phrases to answer inferential questions. **A:** Predict what a text will contain given the title and main idea.

GRADE 5 ENGLISH LANGUAGE ARTS

Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

Content Objective 4.03: Make oral and written presentations to inform or persuade selecting vocabulary for impact.

Sample Content Task	Language Alert	Language Strategies/Assessment (N = Novice, I = Intermediate, A = Advanced)
Make comments and express ideas in writing about the thoughts contained in a peer's writing.	**Vocabulary:** emotion words such as happy, sad, excited Vocabulary of comparison such as *bigger, biggest, best, most, least* Language used to support and oppose such as *I think that, I agree that, I believe, I do not think that* **Structure:** first and third person singular verbs, present and past tense **Function:** use of comparison and contrast ***Note:** The piece of writing used may be that of a similar-age student not known to the reviewer, if that is more comfortable.*	**N:** As a class, discuss the ideas in a short piece of writing. **N:** Maintain a word bank from reading selections and selects from it when writing. **N:** Have all students to write comments during one class period as an alternative to discussion. **N:** Write a note to a peer to tell him or her what you learned about him from the story. **I:** Have two students of intermediate proficiency levels comment on each others' written review of a movie or television program. **I:** Use a writing resource other than a dictionary, such as a thesaurus, to enhance writing. **A:** Orally discuss the ideas found in a piece written by an English-proficient student. **A:** Write a review of another student's evaluation of a popular song.

APPENDIX

GLOSSARY

Advance organizer: a device that activates relevant background knowledge in order to facilitate the learning and retention of new material.

BICS, Basic Interpersonal Communication Skills: the skills involved in everyday, non-academic communication.

Bilingual: proficient in two languages.

Brainstorm: a thinking skills strategy in which a two or more people generate and list ideas about a particular subject without stopping to examine the merit of each thought. After the list is completed, the ideas are discussed and evaluated.

CALP, Cognitive Academic Language Proficiency: the level of language proficiency needed to succeed in an academic classroom,

Cloze procedure; Cloze test: a reading comprehension activity in which students infer the missing words in a reading passage. When preparing a cloze activity, words are omitted at set intervals, such as every 5th or 7th word, etc. A word bank may or may not be provided; synonyms for the omitted words may or may not be accepted.

Clue vocabulary: words which help guide a learner to clearer understanding word problems and other text. Some examples are *less, in all, difference, together, same as.*

Comprehensible input: language that is presented to a new language learner in a way that is meaningful to that learner. Input may be made more comprehensible through the use of visual and context cues, short sentences, avoidance of idiomatic language, etc.

Content task: a task having to do with a specific subject area such as social studies, science, etc.

Context clues: cues in the environment which help to clarify meaning and support comprehension.

Controlled high-frequency: when a written passage or activity which has been developed to feature vocabulary which is most frequently found in the language in order to increase the benefit to English language learners.

Culture: the pattern of life of a people, which includes attitudes, customs, traditions, artifacts, behaviors, perceptions, etc.

Diorama: a three-dimensional representation of an actual event or scene from a book or story.

Economic circle: the relationship between the producers of goods or services and the consumers of those goods or services, which may be shown in a diagram.

ESL: English as a second language

Flow map; multi-flow map: two types of graphic organizers. A flow map is used to present sequencing; multi-flow maps are used to represent cause and effect.

Function, as in language function: the purposes that language serves in oral or written communication.

Graphic organizer: one of many types of diagrams originally developed in thinking skills programs which can help student understand, organize, and retain content information.

High frequency words: the words in a particular language which are found most often in non-technical writing.

Idiomatic language: language whose meaning is different from the literal meanings of the words that make up the phrase.

Information gap: an oral language pair activity in which one student has a picture, map, or object which he describes as accurately as possible to a partner who cannot see it.

K-W-L: a device used to help students read more meaningfully. In the first column (What I know) students record what they already know about a topic; in the second column (What I want to know) they record what they want to know as they read. In the third column (What I have **learned**) they list what they have learned.

Key vocabulary: the vocabulary which is essential to understanding a piece of writing.

Language acquisition: when language is learned through interaction with the environment, rather than being taught directly.

Language experience activity: a method of promoting literacy in which students experience a classroom activity, then dictate sentences in sequence describing the activity to the teacher who writes them on chart paper. Follow-up activities may include re-reading and vocabulary extension experiences.

Jigsaw activity: a language activity in which a pair of students are given two different descriptions, diagrams, or pictures of the same situation and must ask and answer questions in order to resolve questions about the situation..

LEP: Limited English proficient, see below.

Limited English proficient: a student whose first or primary language is a language other than English, and whose English language ability is below a superior level in listening, speaking, reading, or writing.

Manipulatives: things which can be handled, especially concrete objects brought into a classroom to facilitate learning.

Novice: a beginner, regardless of the individual's age.

Order of modifiers: the typical order of adjectives used in a language. In English the usual order is *number, condition, size, color*, e.g., *five pretty little yellow ducks*.

Personal dictionary: an individual dictionary of vocabulary words and their corresponding pictures, synonyms, or definitions which are important to an individual learner. The personal dictionary is used by a language learner in writing activities and may be expanded over time to include new entries which reflect a student's changing interests and expanding language proficiency.

Personal vocabulary: a list of vocabulary words which are selected by an individual learner and which reflect his or her interests, hobbies, etc. See *personal dictionary*.

Phonemic pattern: a pattern of speech sounds.

Picture questionnaire: a questionnaire used by a non-literate student which has pictures in place of words, allowing the learner to record classmates' responses to questions.

Polyhedron; polyhedra: a solid formed by plane figures.

Pre-writing notetaking: an activity in which ideas or pieces of information are recorded before the composing process is begun.

Proficiency: the ability to do something.

Pull-out: an organizational model in which students leave the regular classroom during the school day in order to work with a special teacher alone or in a small group, such as in an ESL pull-out class.

Referent: something that is referred to. A pronoun referent is the noun which could be used in place of the pronoun.

Role-play: to play the part of someone, such as a clerk in a store, in order to practice the use of authentic language and appropriate behavior.

Rubrics: a set of scoring guidelines used to evaluate student work.

Scaffolding: providing contextual support during instruction to clarify meaning. Scaffolding may involve the use of pictures, diagrams, lists, charts, tables, graphs, etc.

Scan: to glance at in order to form an impression about what something contains.

Silent period: a period of time lasting from several weeks to several months when children who do not speak English may stop talking in school.

Skim: to read quickly without regard to detail.

Sound-letter correspondence: the relationship between a phoneme and its corresponding grapheme.

SQ3R: a reading comprehension strategy which involves surveying, asking questions to be answered by the reading, then reading, reciting the important points, and reviewing.

Tangram: a square which has been cut into five triangles, a square, and a rhomboid, and which may be rearranged to form many different figures.

T-chart: a reading or listening comprehension activity in which a student puts a large "T" on a page and write main ideas to the left of the vertical line and corresponding details on the right.

Total physical response: a method which uses physical actions, often in a game-like setting, to develop language skills in second language learners.

Venn diagram: a graphic organizer showing how two people, places, or concepts are alike and different.

Visual timeline: a timeline which uses pictures to depict events.

Word bank; word chart: a collection of words made available to assist students who are working on a writing or cloze activity.

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